

## Keys to Successful Outcomes – 2014–2015 (Revisions to Guidesteps)

**Format Changes:** General instructions for what to review and where to look included; bulleted list of directions arranged; exceptions for unusual situations explained; all instructions are together; more examples of “in” and “out” calls included; language and examples clarified; secure care section and components have been removed, including I.A.2

### **Significant Document Changes in Five Areas:**

- **II.A.1 Evaluation/Reevaluation** – Evidence of agreement when reevaluation was unnecessary: mark this and all remaining evaluation items “U”
- **II.A.2 Review of Existing Data** – Formal assessments now called *statewide assessments*
- **II.A.3 Team Determination of Need for Additional Data** – Definition of *informed parent consent* and examples
- **II.A.4 Eligibility Considerations** – Vision and hearing problems must be resolved prior to evaluation unless the nature of the problem is part of the evaluation process
- **III.A.3 Components of an IEP** – Make a call on progress report data; not an automatic “out” with goals that are not measurable

### **Areas for Continued Emphasis:**

- **II.A.2 Review of Existing Data** – Prior evaluation data must be reviewed; classroom-based data to include qualitative and quantitative data; AZELLA to be considered when language impact is addressed by the team—based on the PHLOTE survey
- **II.A.3 Team Determination of Need for Additional Data** – Parents must be informed of the reason(s) that additional data were not collected (primarily for reevaluations); mark “U” for initial and reevaluations that required additional data
- **II.A.4 Eligibility Considerations** – Preschool evaluations must contain all developmental domains—screenings are not sufficient; when the team identifies multiple categories of disability, every category must be described and the impact included
- **III.A.3 Components of an IEP** – Baseline must represent skills that have been assessed; short-term instructional objectives or benchmarks must be in IEP annually if the student is eligible for the AIMS A assessment
- **III.A.4 Special Education and Related Services** – Specific special education services defined; LRE nonparticipation statement defined and justifications included; supplemental aids, services, program adaptations further defined; location can be campus-wide if explained—*campus* only is “out”
- **III.A.6 Transition** – One transition assessment that provides strengths, preferences, and interests; courses of study for the student’s current year; student invitation to meeting—check if meeting notice addressed to the student, signature on the IEP, or documentation of student attendance within the IEP or PWN
- **IV.A.1 Notices Sent** – Additional examples included; procedural safeguards can be provided electronically by e-mail or by link to ADE website; meeting notices are not required for compliance; however, if one is in the file, it should be in the language of the parent
- **IV.A.2 Prior Written Notice** – Additional guidance provided
- **Appendices** – Additional items have been added